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Date: 20/6/2026

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:** KES College
- **Town:** Nicosia
- **School/Faculty (if applicable):** N/A
- **Department/ Sector:** N/A
- **Programme of study- Name (Duration, ECTS, Cycle)**
In Greek:
Επαγγελματίας Μακιγιάζ και Αισθητικής Φροντίδας
[2 ακαδημαϊκά έτη, 120 ECTS, Δίπλωμα]
In English:
Professional Make-up Artist and Beauty Care
Specialist
[2 academic years, 120ECTS, Diploma]
- **Language(s) of instruction:** Greek and English
- **Programme's status:** New Programme
- **Concentrations (if any):**
In Greek: N/A
In English: N/A



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021[L.136(I)/2015 – L.132(I)/2021].

A. Introduction

This part includes basic information regarding the onsite visit.

- ✓ *The External Evaluation Committee thoroughly studied the application, as well as all the accompanying documents submitted electronically. The evaluation process was carried out on-site.*
- ✓ *An on-site visit was carried out to all the college's accommodation areas.*
- ✓ *In-person meetings were held with representatives of the college administration, the Internal Quality Committee, the teaching staff of the program under evaluation, as well as the administrative staff.*
- ✓ *A meeting was held with external stakeholders*
- ✓ *A meeting was held with representatives of students from another study program, given that the program under evaluation is newly established.*
- ✓ *Clarifications were requested on specific points of the application*
- ✓ *The college administration and staff demonstrated a high degree of cooperation and sincere interest in improvement, based on the comments of the External Evaluation Committee.*
- ✓ *The strategic planning technique "SWOT analysis" is considered particularly supportive, both for applicants and for the evaluation process itself by the Commission.*

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Vasiliki Kefala	Professor	University of West Attica
Ioannis Karakasiliotis	Professor	Democritus University of Thrace
Sophia Hatziantoniou	Assoc. Professor	University of Patras
Anastasia Pafiti	Student representative	European University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) *sub-areas*
 - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

1.1 Policy for quality assurance

1.2 Design, approval, on-going monitoring and review

1.3 Public information

1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*

- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*



- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

From the study of the material submitted by the Agency to the Commission, as well as from the findings of the on-site visit, the following are established:

- 1. The regulations governing the quality assurance of the programme under evaluation (Diploma, duration 2 years, 120 ECTS) clearly define responsibilities and procedures. Members of the academic and administrative staff, a student representative and stakeholders participate in the quality assurance system. The relevant regulations provide sufficient information for the support and management of the curriculum.*
- 2. The curriculum clearly defines the content, teaching and learning approaches, the methods of assessing student performance and the intended learning outcomes, in accordance with the European Qualifications Framework.*
- 3. There is a clear policy and documented procedures for student assessment for each course, which are communicated before the start of studies. These procedures define the assessment methods, examination periods, re-examinations, and the way in which grades are recorded.*
- 4. Full information is provided about the curriculum, including entry requirements, selection criteria, learning outcomes, award of qualifications, and teaching, learning, and assessment processes. In addition, information is provided about grades and employment prospects for graduates.*
- 5. Information is available about registration periods, the registration process for new students, and the start dates of courses.*
- 6. The teaching and learning process and methodology are considered adequate. The existence of an internal electronic platform (Moodle) ensures the updating of educational material.*
- 7. The content of the curriculum, as reflected in the application and as determined during the on-site evaluation, ensures the achievement of the purpose, objectives and learning outcomes, in terms of the knowledge, skills and abilities that students are required to develop.*
- 8. The European Credit Transfer and Accumulation System (ECTS) is applied.*
- 9. Since this is a two-year professional program leading to a 120 ECTS diploma, there is no provision for the participation of teaching staff in research activities within the framework of the program.*
- 10. The awarded certificate is not linked to conditions for registration with a professional body.*

11. *The award of the certificate is accompanied by the Diploma Supplement.*

12. *The curriculum is structured with coherence and logical sequence, the number and content of the courses are deemed sufficient to achieve the learning outcomes and the courses of the program are deemed appropriate, so that graduates acquire the necessary knowledge and skills to practice their profession. However, the committee is concerned about the fact that the number of theoretical hours of the program is greater than the number of laboratory hours.*

13. *The titles, learning outcomes and content of the courses are coherent, and the certificate awarded meets the purpose and intended learning outcomes. However, the committee is concerned about the term “Αισθητικής Φροντίδας” / “Beauty Care Specialist” included in the title of the program “Επαγγελματίας Μακιγιάζ και Αισθητικής Φροντίδας”/ “Professional Make-up Artist and Beauty Care Specialist”*

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

1. *The content of the courses and the number of courses provided.*
2. *The combination of educational tools to achieve the learning outcomes.*

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

The committee recommends:

1. *The removal of the term “Αισθητικής Φροντίδας” / “Beauty Care Specialist” from the title of the program and the amendment of the title with the proposed title “Επαγγελματικό Μακιγιάζ και τεχνικές νυχιών” / “Professional Make Up and Nail Art”*

2. *The increase in laboratory hours of the following courses with a corresponding reduction in theoretical hours:*

- ✓ *Techniques of Lighting and the Aesthetic Art of Photography (1103)*
- ✓ *Fashion and Styling Techniques (1301)*
- ✓ *Basic hairdressing Techniques and Hair Styling (1302)*
- ✓ *Professional Portfolio (1304)*

3. *The conversion of the course “Professional Portfolio” (1304) into a purely laboratory course.*

4. To consolidate the courses

a. Online Marketing and Social Media (1203) and

b. Marketing-Communication and Customer Value (1401),

into a course entitled “Marketing – Branding and Social media” with a corresponding adjustment of the theoretical and laboratory hours, and to transfer it to the 2nd semester

5. To modify the title of the course in Greek from “Υγεία και Ασφάλεια στην Εργασία” to “Υγιεινή και Ασφάλεια στην Εργασία”

6. To add an additional course to the 4th semester with the indicative title “Nail Sculpting” or “Onychoplasty”

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

2. Student – centred learning, teaching and assessment (ESG 1.3)

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of*

the degree of achievement of the intended learning outcomes)?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

From the study of the material submitted by the Agency to the Committee, as well as from the findings of the on-site evaluation, the following are established:

- 1. The teaching and learning process supports the individual and social development of students.*
- 2. The teaching and learning process is characterized by flexibility, incorporates various delivery modes and utilizes methods that facilitate the achievement of the intended learning outcomes. At the same time, adequate guidance and support of students by the teaching staff is ensured.*
- 3. The teaching methods, educational tools and the material used are modern and effective, supported by the utilization of modern educational technologies such as the electronic platform (Moodle).*
- 4. The connection between theoretical and laboratory courses is ensured.*
- 5. Mutual respect is promoted in the relationship between students and instructors, while there are clearly defined procedures for the submission and management of student complaints.*
- 6. The criteria and methods of student evaluation, as described in the application, are considered appropriate.*

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

The committee recommends:

- 1. Increasing the laboratory hours of the program's courses, given that the program is professional.*

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	<i>Compliant</i>
2.2	Practical training	<i>Compliant</i>



2.3	Student assessment	<i>Compliant</i>
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3. Teaching staff (ESG 1.5)

Sub-areas

3.1 Teaching staff recruitment and development

3.2 Teaching staff number and status

3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is*

encouraged.

- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

From the study of the material submitted by the Agency to the Committee, as well as from the findings of the on-site evaluation, the following are established:

1. *There are clearly defined procedures for the recruitment and professional development of teaching staff.*
2. *The program employs thirteen (13) instructors, of whom seven (7) are full-time, i.e. 53.84%, and six (6) are part-time, i.e. 46.15%. This ratio marginally satisfies the required percentages.*
3. *Innovation in teaching methods is encouraged, as well as the use of modern technologies in teaching.*
4. *The instructors have relevant formal qualifications for teaching the courses they undertake, while their subjects support the curriculum.*

5. *The qualifications of the teaching staff are considered sufficient to achieve the objectives and the intended learning outcomes, as well as to ensure the quality of the educational process. It is noted that 92.3% of the instructors (full-time and part-time) hold academic qualifications higher than the level of the diploma awarded.*

Diploma	Higher Diploma	BSc	MSc	PhD
1	1	4	5	2

6. *Student evaluation procedures for teaching staff are provided. Teaching performance is assessed through a combination of methods, including the use of questionnaires.*
7. *The programme coordinator possesses the formal and substantive qualifications required by law, as well as the required experience, competence and scientific competence for the effective coordination of the programme.*
8. *Given that the programme will be offered simultaneously in Greek and English, the committee is concerned about whether the existing teaching staff can adequately support both programmes; both in terms of their experience in teaching in an English-speaking programme and the workload they will be expected to shoulder in the performance of their duties.*

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- The good cooperative relations between the instructors and the students of the program.*
- The academic qualifications of the instructors in the program far exceed the minimum required percentages.*

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

The committee recommends:

- Ensuring the quality of the simultaneous operation of the program in both languages. Specifically, clarifying:*

- whether the existing staff has the required qualifications to adequately support both curricula*
- whether the weekly hours of employment of the teaching staff do not exceed the hours set by the institution per week for the provision of a quality curriculum.*

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Partially Compliant
3.3	Synergies of teaching and research	N/A

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- Pre-defined and published regulations regarding student admission are in place.
- Access policies, admission processes and criteria are implemented consistently and in a transparent manner.

4.2 Student progression

Standards

- Pre-defined and published regulations regarding student progression are in place.
- Processes and tools to collect, monitor and act on information on student progression, are in place.

4.3 Student recognition

Standards

- Pre-defined and published regulations regarding student recognition are in place.

- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

From the study of the material submitted by the Agency to the Commission, as well as from the findings of the on-site evaluation, the following are established:

1. *The admission of students to the program is governed by clearly defined regulations and documented criteria, which are comparable to international practice.*

2. *The prescribed admission procedures and relevant criteria are applied, while there are regulations governing the monitoring, academic progress and certification of students.*
3. *The award of the diploma is accompanied by the Diploma Supplement.*
4. *There is an effective quality assurance mechanism through the active participation of students, in particular through the use of evaluation questionnaires.*
5. *The college has an Erasmus+ code (CYNICOSIA25), which supports the mobility of students, teaching staff and other members of the academic community.*

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

1. *The prospects of graduates of the program to work:*
 - ✓ *As freelance makeup artists and nail technicians as well as in the media and entertainment venues.*

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

The committee has no recommendations to make.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	<i>Compliant</i>
4.2	Student progression	<i>Compliant</i>
4.3	Student recognition	<i>Compliant</i>
4.4	Student certification	<i>Compliant</i>

5. Learning resources and student support(ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*

- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

From the study of the material submitted by the Agency to the Committee, from the on-site visit to the college's accommodation facilities, the following are found:

- 1. There are available, easily accessible, adequate sources of information and information for students, such as an electronic library and a learning platform.*
- 2. Plagiarism control procedures are implemented through specialized software (Ouriginal Urkund)*
- 3. The laboratory infrastructure is considered adequate to support the program and ensure the intended learning outcomes. However, they could be improved.*
- 4. Modern teaching and learning resources are provided (educational environment, teaching materials, aids and equipment), which support the achievement of the program's objectives.*
- 5. Financial facilities and scholarships are provided to certain categories of students*
- 6. Physical resources, such as facilities, libraries, study spaces and IT infrastructure, are sufficient to support the curriculum.*
- 7. The data included in the sustainability report, regarding the need to offer the program, the projected number of students, the connection to the labor market and the employment prospects of graduates, document the sustainability of the program under evaluation.*
- 8. The adequacy of resources is ensured even under changing conditions, such as possible changes in the number of students.*
- 9. The library has printed and electronic material (books, scientific journals and databases) that supports the curriculum, however, there is room for further enhancement.*
- 10. Student welfare is at a satisfactory level, while an organized student support service exists.*

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

The committee recommends that the possibility of further developing laboratory equipment be examined.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	<i>Compliant</i>
5.2	Physical resources	<i>Compliant</i>
5.3	Human support resources	<i>Compliant</i>
5.4	Student support	<i>Compliant</i>

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*

- The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:
 - regular meetings
 - reports per semester and feedback from supervisors
 - support for writing research papers
 - participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Can you please provide us with some dissertation samples?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

Please select what is appropriate for each of the following sub-areas:

Sub-area	Non-compliant/ Partially Compliant/Compliant
----------	---

6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The committee recommends the following in each subject area:

1. Study Programme and Study Programme's Design and Development

The committee recommends:

1. *The removal of the term “Αισθητικής Φροντίδας” / “Beauty Care Specialist” from the title of the program and the amendment of the title with the proposed title “Επαγγελματικό Μακιγιάζ και τεχνικές νυχιών” / “Professional Make Up and Nail Art”*
2. *The increase in laboratory hours of the following courses with a corresponding reduction in theoretical hours:*
 - ✓ *Techniques of Lighting and the Aesthetic Art of Photography (1103)*
 - ✓ *Fashion and Styling Techniques (1301)*
 - ✓ *Basic hairdressing Techniques and Hair Styling (1302)*
 - ✓ *Professional Portfolio (1304)*
3. *The conversion of the course “Professional Portfolio” (1304) into a purely laboratory course.*
4. *To consolidate the courses*
 - a. *Online Marketing and Social Media (1203) and*
 - b. *Marketing-Communication and Customer Value (1401),**into a course entitled “Marketing – Branding and Social media” with a corresponding adjustment of the theoretical and laboratory hours, and to transfer it to the 2nd semester*
5. *To modify the title of the course in Greek from “Υγεία και Ασφάλεια στην Εργασία” to “Υγιεινή και Ασφάλεια στην Εργασία”*
6. *To add an additional course to the 4th semester with the indicative title “Nail Sculpting” or “Onychoplasty”*

2. Student-Centred Learning, Teaching and Assessment

1. *Increasing the laboratory hours of the program's courses, given that the program is professional.*

3. Teaching Staff

1. *Ensuring the quality of the simultaneous operation of the program in both languages. Specifically, clarifying:*

- a. *whether the existing staff has the required qualifications to adequately support both curricula*
- b. *whether the weekly hours of employment of the teaching staff do not exceed the hours set by the institution per week for the provision of a quality curriculum.*

4. Student Admission, Progression, Recognition and Certification

The committee has no recommendations to make.

5. Learning Resources and Student Support

The committee recommends that the possibility of further developing laboratory equipment be examined.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Vasiliki Kefala	
Ioannis Karakasiliotis	
Sophia Hatziantoniou	
Anastasia Pafiti	

Date: 20/6/2026